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ABSTRACT

This paper describes the conceptualization and operation of a modular organized-accountability teacher training program for fourteen American Indian teacher-trainees. Indian Teacher Training Program (ITTP) graduates will be prepared to teach secondary social studies in Indian schools as well as other schools. Hopefully, these teachers will be able to utilize the local communities as a data source for social studies instruction. The program is characterized by careful specification of learning outcomes emphasizing both subject matter and teaching strategy competencies, intensive internship supervision, and, accountability for the academic program, the professional training, and the internship to the sponsoring agency. Special problems dealt with include teacher trainee performance, operationalization of the training program, and program support. Implications of this program for other teacher programs call for more intensive support and supervision of teacher trainees, a careful specification of objectives, and provisions for the application of skills learned in the training program. A major implication is that social studies educators can develop and implement accountability models. The ITTP has provided an opportunity for trainees and staff to engage in a meaningful program in bi-cultural education. (Author/SJM)

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ACCOUNTABILITY IN MINORITY TEACHER TRAINING: THE UNIVERSITY OF GEORGIA INDIAN TEACHER TRAINING PROGRAM

To Be Presented At

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INTRODUCTION

The purpose of this paper is to provide a descriptive case study of the conceptualization and assessment of a modular organized, accountability training model in secondary social studies for fourteen Indian teacher-trainees for the period September 1, 1971, through October 30, 1972.

The format of the presentation includes an overview of the Indian Teacher Training Project (ITTP), a discussion of the conceptualization of the program, the scope and sequence of the training program, mechanisms for accountability within the program, special problems, and implications for teacher training in general.

AN OVERVIEW OF THE INDIAN TEACHER TRAINING PROJECT

In the spring of 1971, the program originators, M. J. Rice and J. R. Richburg, became aware that the Bureau of Indian Affairs was seeking bids on special-purpose training programs in Indian education. Upon receipt of the bid specifications, the originators began conceptualizing and organizing a training proposal in Indian education. Previous experience in Indian education was twofold. First, M. J. Rice as Director of the Anthropology Curriculum Project had developed materials in anthropology and had submitted proposals to Indian education officials for the development on ethnic-specific materials.

Second, J. R. Richburg had completed field work with the Choctaw Indians in Mississippi and had maintained contacts with tribes in the southeast.

Within a one-week period, the originators conferred with southeastern tribal officials and education officers, prepared a training proposal that received the support of a regional Indian organization, the United Southeastern Tribes, Inc., and submitted the training proposal to the Bureau of Indian Affairs.

Twenty-one universities submitted proposals and four were awarded contracts; however, the process of proposal review, contract negotiations, and final award was delayed within the Bureau of Indian Affairs. When the awards were finally made in late June, 1971, it was not possible to initiate programs on July 1 as originally planned. Therefore, the University of Georgia program was postponed until September 1, 1971.

Immediate tasks facing the new program were to recruit 14 American Indian students who had successfully completed two years of college and wanted to become social studies teachers, to staff the training program, to organize in conjunction with the United Southeastern Tribes a viable policy advisory committee which would serve as a supportive critic for the program, to plan the modular training program, to coordinate with the academic divisions of the university for content training, and to finalize internship arrangements with Indian high schools in the southeast. These tasks were accomplished during June and August of 1971.

After massive recruitment efforts in the southeast, in Oklahoma, and in the southwest, applications were received, screened, and scholarship awards were made by the Policy Advisory Committee to

14 Indian Americans. The students reported to the University of Georgia during the first week of September, 1971.

Fourteen months have passed since the students reported to the University. Of the original 14 students, 11 remain. The 11 are full-standing seniors, have completed one full quarter of internship teaching and are presently teaching in a second quarter of internship. The eleven students are scheduled for graduation as social studies teachers in June and August of 1973.

CONCEPTUALIZATION OF THE PROGRAM

The following section will present the ITTP as conceptualized by its originators during the proposal writing stage prior to program implementation. The parameters for any special program are largely determined by the guidelines of the granting agency. In the case of teacher training programs, guidelines included the following: (1) the training program must be an upper division program with entering students having junior class standing; (2) trainees must be American Indians; (3) one half of the training program should be conducted in field experiences; (4) field experiences should be in Indian schools; (5) trainees must participate in the local communities; and (6) the training program should cooperate with the internship schools.

A guideline imposed by the project originators was that the program would be accountable. The proposal was written in performance terms so the sponsoring agency, the United Southeastern Tribes, Inc., the funding agency, the Bureau of Indian Affairs, and its clientele, the students,

could monitor the progress of the program. Therefore, the theme of accountability and performance underlies the conceptualization and implementation processes of the program.

The instructional area for teacher training such as elementary, secondary, science, mathematics, or social science education was open-ended in the general guidelines. Outside of references to innovative approaches and other rubrics generally associated with change and reform, the guidelines established few restrictions on the means for participating institutions to implement training programs.

Therefore, within the broad framework as established by the granting agency and within the accountability theme, the project originators began conceptualizing the University of Georgia Indian Teacher Training Project.

A Special Purpose Program in Minority Teacher Education

The concept of a special-purpose program as distinguished from a general scholarship program needs to be clarified. In a scholarship program scholarship recipients meet minimum qualifications and are awarded a stipend to complete a course of study, often of their own choosing, within the existing programs of an institution. A special-purpose program involves the dimensions of minimum qualification and financial assistance; however, the recipient is expected to participate in a particular training program. In this case, participants were expected to major in secondary social studies, participate in the special training sequence established by the Project, participate in

the internship experiences, and to meet the University of Georgia requirements for graduation and the state requirements for certification.

Instructional Training Area - Social Studies

Indian education has for years been concerned with the need for bi-cultural education, cultural materials, and more recently, "The Demand for the Indian Voice." Bi-cultural education, minimally defined, involves education in which students are equipped with the skills necessary for survival in the broad culture and in their native culture. Bi-cultural education is often manifested by a dichotomy in instruction. For example, math instruction is Anglo math, art education is the native art, and social studies is an amalgamation of the broad culture and the native cultures' histories and social concerns. The affective teacher is often pictured as a bi-cultural animal that is sensitive to the needs of students of native cultures and to the demands that the broad culture will place on the students.

The second area of concern in Indian education has been cultural materials. Ethnic-specific materials which have been prepared in black studies are similar to the type of materials desired by Indian people. Coupled with the desire for cultural materials is the desire for bilingual materials in which the native language as well as English is used. Bi-lingual materials in Indian education have been extremely expensive to produce since numerous languages are involved and in most cases the market is so small as to prevent the effective utilization of commercial producers.

"The Demand for the Indian Voice" is a result of the oftentimes systematic exclusion of Indian people in decision-making concerning Indian affairs. Partly as a result of the socio-political activist decade of the 60's and the growing awareness among Indian people and federal agencies as to the need for self-determination, mechanisms for Indian involvement are now necessary if a viable and meaningful program is to be planned and implemented.

The social studies present an apparent mechanism to deal with these concerns in Indian education. In terms of cultural materials, most often Indian people are calling for Indian histories, Indian ethnographies, and current social and political problems facing Indian people. Adept Indian teachers of the social studies working with local communities and their students can begin to meet the needs of Indian education in terms of cultural materials. Indian social studies teachers also by virtue of their status have demonstrated that they have adapted to the demands of the broad culture and to their native culture and can function as bi-cultural teachers who are sensitive to student needs from the viewpoint of bi-cultural demands. In "The Demand for the Indian Voice" environment social studies also presents a logical training area for Indian students to become knowledgeable about situations and problems involving their local communities and their ramifications in terms of national trends and possible solutions.

Therefore, the project originators proposed that social studies was a viable training area for Indian teacher trainees, and that the

needs for trained Indian social studies teachers should have a high priority in Indian education.

Training Outcomes

As conceptualized within the guidelines of the Bureau of Indian Affairs, and the trends in Indian education, the project originators proposed that the major goal of the training program was to produce an Indian educator. A second goal was the training of a change agent who could function within the educational system to demonstrate alternatives to existing teachers. Specific proposed competencies included the following:

1. The ability to describe objectively the culture and traditions of the Indian community in which he serves, and a category system for the description and understanding of other Indian communities.

2. The capacity, affective as well as intellectual, to adjust to and teach in an isolated school setting.

3. The ability and understanding to work with parents and the community in the solution of school and community problems.

4. The capacity to diagnose the level of a pupil's school performance and the ability to use this information to help a student guide his educational efforts.

These four competency areas represented not only the training goals of the program but also the philosophy of the program in terms of the product teacher to be trained. As envisioned by the project originators, the program would produce a teacher who was capable of relating both affectively and intellectually to the Indian students. By virtue of the Indian background of the teacher-trainee, it was hoped that the teacher

would be able to relate to the students on a bi-cultural level. Additionally, by gaining an in-depth understanding of the internship Indian community, the teacher would be able to move to other Indian communities with a category system that would enable him to learn about the new community. Implicit in this assumption was that the teacher-trainee would internalize the need to use the local community as his data base for much of his social studies instruction.

SCOPE AND SEQUENCE OF THE PROGRAM

The operational training programs consist of a planned, seven-quarter sequence of campus courses and off-campus internships in Cherokee High School in Choctaw, Mississippi. There are four training strands in the program which are designed to provide the following experiences:

Strand A. establish subject matter competencies in the social sciences for secondary school instruction

Strand B. provide general competency in the teaching strategies and psychology of classroom learning applied to teaching of secondary social sciences

Strand C. give practical experience in teaching students of the target population in selected schools under the supervision of a college supervisor and local personnel with provisions for community involvement

Strand D. provide specific ethnic background cognitive knowledge and effective experiences for teaching Indian students and interacting as a teacher with parents and students in community life

Training Strands B, C, and D are operated as an institute with the participants trained as a group rather than as individuals going through

discrete courses. The institute organization enables the training staff to specify learning outcomes and permits monitoring the extent to which students meet stated performance objectives.

Training Strand A is operated on an individual basis with students taking courses in the various social science departments of the University.

Social Science Subject Matter Competency

To more effectively meet the needs of Indian social studies, the project originators sought and received the approval of the Georgia State Department of Education to offer a broad field certification program. The existing certification plan in Georgia had been a 75-quarter-hours in social science with a 40-hour concentration in a particular field. The project originators proposed that since Indian high schools were typically small and the social studies teachers were called upon to offer several different social science subjects that a more feasible plan of certification would be broad field certification in which the teacher-trainees would be exposed to several social science fields.

Teaching Strategies in the Social Studies

Two tenets govern the project's approach to teacher education: (1) effective teacher education begins with a specification of teacher behaviors, and (2) accountability evaluation can only be exercised when teacher performances are specified. To implement the teacher training component, the project uses performance-based modules which consist of statements of objectives, exemplars of the skill, psychological assumptions and premises, skill development, and assessment and evaluation.

Modules include the following titles: CONCEPTS, FACTS, AND GENERALIZATIONS: COGNITIVE AND AFFECTIVE COMPONENTS OF LEARNING: BEHAVIORAL OBJECTIVES AND TESTING: QUESTIONING TECHNIQUES: GUIDED DISCOVERY: CLASSROOM MANAGEMENT: and CREATIVE TEACHING. A listing of the modules and their schedule is attached in Appendix A. A sample of an operationalized teaching technique for teaching concepts deductively and inductively is attached in Appendix B.

The Internships

Internships involve the 3rd, 5th, and 7th quarters of the training program. A rotating model is used in regard to school, training supervisor, subject area, and grade level.

A major departure from the typical student teaching situation is that the project provides a full-time training supervisor who monitors the teacher-trainees' internship experience. The teacher-trainees schedule lessons and module competencies with the training supervisor. In this model, the project is attempting to maintain its accountability rather than abdicating training responsibility to the internship school.

Cultural Sensitization

The project's approach to cultural sensitization has involved background cognitive materials and affective experiences. An immediate realization that the training staff discovered was that just because its student clientele was Indian, it could not be assumed that the students were aware of Indian histories, cultures, and contemporary problems facing American Indians. For example, the Cherokee students in the

program had never visited the Choctaw areas in Mississippi and were only vaguely aware of the two cultures' historical interaction and contemporary association through the United Southeastern Tribes, Inc. Also, students from western states whose cultures' origins lay in the southeast had only a distant awareness of the Indian tribes remaining in the southeast today.

To meet the cognitive background need, the teacher-trainees participated in an anthropology course on the American Indians. Needless to say, the anthropology instructor was not only pleased but to a small measure intimidated to have American Indian students taking his course. Additional course work in anthropology of education was scheduled to enable the student to develop a cross-cultural perspective on common educational concerns and educational expectations.

Affective experiences were found in the internships, for the students participated fully in the Indian communities in which they were interning. In each internship community a policy advisory committee member worked with the students and the training supervisor to identify community activities for the teacher-trainees.

MECHANISMS FOR ACCOUNTABILITY

To implement an accountability model, accountability mechanisms for three areas--the academic program, the professional training, and the internships--had to be developed. The nature of a special training program enabled the staff to develop the model in the professional and internship areas; however, mechanism for accountability in the academic area were more difficult to identify.

Academic Area

Student needs in the academic area called for a minimum of 50 quarter hours in social science courses taught in the College of Arts and Sciences. From a cost perspective, it was not possible to buy instructional time from the various academic departments; therefore, the training program utilized the regular academic course structure. However, to attempt to maintain accountability, the following mechanisms were developed:

Block registration. To provide a means for assisting the total group of teacher-trainees in their academic transition to the University of Georgia, block registration in academic courses was arranged for the first two quarters. In this system, all teacher-trainees registered in a common academic course. This system provided security in terms of numbers and also, through the use of a project tutor who monitored the courses, provided needed instructional assistance to the trainees.

Academic liaison. The project tutor was responsible for maintaining affective liaison between academic instructors and the training staff. Through oftentimes daily contacts with academic instructors, the tutor was able to offer assistance when needed by students.

Concept testing. To help insure that the teacher-trainees would receive a meaningful broad field social science background, the project staff devised a listing of major concepts in the social sciences, one hundred concepts from each discipline. Teacher-trainees are expected to reach a 75% performance level on the criterion test prior to graduation.

Teacher-trainees unable to reach a competency level on the test after two administrations will participate in a special multidisciplinary seminar during the last quarter. The criterion test has been administered twice since the beginning of the program, and four of the 11 students have reached a competency level.

Grades. Grades in academic course also provide a measure for accountability assessment. Through cooperation with academic instructors, the project was able to develop a profile of the performance of the teacher-trainees in terms of the total class performance. During the two quarters of block registration, the grade distribution of the teacher-trainees approximated the normal distribution of grades of the total academic class.

A stringent accountability mechanism in terms of grades was the requirement that students perform at a minimum of a C level in each social science course attempted. Scholarships for students failing to receive a minimum of a C grade were withdrawn. During the first quarter two scholarships were withdrawn, and the scholarships were awarded to alternates. Additionally, two students whose academic performance was marginal were awarded incomplete grades in order to give them another chance to meet the course requirements. Of the two students whose scholarships were withdrawn, one student made independent financial arrangements to continue participating in the program. The successful completion of the second quarter resulted in her scholarship being reinstated.

This stringent requirement was necessary due to the short life and special purpose of the program. The need for Indian teachers is so

great that when performance did not indicate that a trainee would complete the program, an alternate was awarded the scholarship.

Required tutorials. During the first quarter, a minimum of a two-hour-per-week tutorial was required of all teacher-trainees. The requirement attempted to formalize an instructional assistance pattern. However, the requirement of the tutorial created dissension within the training project and the requirement was dispensed with after the first quarter. Voluntary tutorials and course study guides were substituted.

Professional Training

In the area of professional training, the project was able to maintain control of the training sequence whereas in academic instruction this had been at the discretion of the individual academic instructors. The key mechanism for accountability in professional training was through the careful specification of objectives and performance specification. Modules were used to implement professional training as discussed earlier.

Criterion measures. The evaluation and assessment of each module's objectives was oftentimes unique to that module; therefore, evaluation procedures were operationalized in the modules as well as the training sequences. The trainees were expected to reach a set performance level. If an acceptable level of performance was not reached, the trainee received additional instruction or practice in the skill until performance was satisfactory.

Simulation. In skill performance stimulation teaching proved to be one of the best means for not only practicing and learning teaching skills but also for demonstrating proficiency in the skills. However,

simulations with a group of peers is still artificial for the behavior of peers can only, at best, approximate the behavior of high school students.

The Internships

Teaching in a real classroom is the test for any teacher training program. The organization of the ITTP provides three full quarters of internship teaching, and it is in this area that the accountability mechanisms are the strongest.

The role of the training supervisor. The training supervisor works with the teacher-trainees both on campus and in the field experiences. Not only do they spend the school day with the teacher-trainees, but they share housing facilities with them in Indian communities. In conjunction with the internship schools' regular teacher, the training supervisor coordinates the teaching schedules of the teacher-trainees. Weekly objectives for the implementation of particular teaching skills and strategies are programmed by the training supervisors, teacher-trainees review lesson plans with the training supervisor prior to instruction, daily seminars are held to assist the teacher-trainees in preparing lessons and critiquing teaching techniques, and weekly formal reporting is made on the extent to which objectives have been met.

In the conventional student teacher model, teacher training programs expect the cooperating schools to supervise the student teacher. The ITTP departs from the conventional model and maintains a high degree of control and accountability in its internship experiences.

The Policy Advisory Committee

The Policy Advisory Committee is the most viable vehicle for accountability within the program. The functions of the Policy Advisory include screening applicants to the program, scholarship award, supportive services in the internship community, and a supportive critic for the functioning of the ITTP. Communication with the board is twofold: (1) regular scheduled meetings and (2) quarterly reporting by the project staff. Quarterly reports carefully detail the degree to which the program has met the objectives as specified in the training proposal and in policy decision by the board.

Special Problems

Special problems tend to fall into one of three categories: (1) teacher-traineed performance, (2) operationalization of the training program, and (3) program support.

Teacher-trainee performance. Any accountability model assumes that all involved agencies and participants are willing to be held accountable and will seek to implement the program. However, in the ITTP there is wide variance on the degree to which the students themselves are willing to perform. Accountability in a training program is a two-way street. In order to be successful, it must have the full cooperation of the training staff as well as the trainees. Programs instigating accountability models should insure that all participants in the program are aware of the implications and ramifications for accountability.

Operationalization of the training program. The lead time between program proposal and program initiation was too short. Additionally, the program may have been over-ambitious in its developments aspect such as the development of modules occurring simultaneously with pro-implementation. Additional problems in operationalization have occurred when the program staff attempted to implement its program in the internship schools whose teachers were accustomed to the conventional model of student teacher supervision. More time and communication between the project staff and the internship schools could have alleviated this problem.

Program support. A granting agency has an obligation to a program to provide financial support that will enable the program to meet its contracted goals. In the case of the ITTP, the Bureau of Indian Affairs requested a two-year program plan that would be funded on a one-year basis. Soon after the one-year program was initiated, the BIA began seeking ways of reducing costs for the second year.

Consequently, much instructional and administrative time was spent trying to assure funding to complete the program. The time could have been more valuable spent in module development.

SUMMARY AND IMPLICATIONS FOR TEACHER TRAINING IN SOCIAL STUDIES

Implications based on the conceptualization and experiences of the Indian Teacher Training Project for other teacher training programs tend to fall into three categories: minority teacher training, special purpose teacher training programs, and general teacher training programs.

Minority Teacher Training

The modular organization of the ITTP provides a means for students of widely varying abilities to make up deficiencies and learn new skills in both a group and an individual format. The carefully stated modular objectives and program objectives provide a common focus between the training staff and the teacher-trainees that allows for cultural differences and perceptions to be transcended in an open, straight-forward manner. Additionally, the completion of modules and internships provides tangible measures of success and realistic awards. Consequently, teacher-trainees know where they are in terms of the training program and can focus on their progress toward the completion of the program--in this case, graduation and certification as a social studies teacher.

Special Purpose Training Program

As indicated above, the special nature of a special purpose training program allows for common objective and a set training sequence. In a negative sense, it also creates a segregationalist environment in which the program participants are removed from the general student body of a university. Since university services such as housing, counseling, financial assistance, and course scheduling are handled through the project office, it is easy for minority teacher-trainees to feel that a special "easy-to-get-through program" has been established for them, and that perceptions of their ability is biased and prejudiced. If performance expectation and standards of acceptable achievement are modified, as has

occurred in some programs, then an argument can be made that the participants of the program have been comprised as individuals. However, a special purpose program, such as the ITTP, can maintain its objectives and through intensive support meet those objectives.

General Teacher Training Programs

The first and major implication for general teacher training programs is that intensive support and supervision is effective in teacher training. However, in cost terms, the degree of supervision and support may be too expensive to be borne by teacher-training institutions. Efforts in this direction presently being implemented in several institutions include laboratory schools, early internships, satellite training centers, modular training, and more effective liaison between training institutions and internship schools.

SUMMARY

A major implication to be gleaned from the experiences of the Indian Teacher Training Project is that social studies educators can develop and implement accountability models. Instead of fearing being held accountable by an austerity-minded public and legislators, social studies educators should involve themselves in defining the accountability process. The orientation may be questioning and skeptical, but it must not isolate social studies educators from the process itself. The consequences for non-participation in defining accountability and constructing accountability processes may be to have an accountability system imposed on our schools by outside agencies.

This paper has described the conceptualization and operationalization of a modular organized-accountability teacher training program. The participants in the program are American Indians. The program is characterized by careful specification of learning outcomes, intensive internship supervision, and accountability to the sponsoring agency, the United Southeastern Tribes, Inc. Graduates of the program will be prepared to teach in Indian schools or in regular social studies positions. Hopefully, the product teacher will be able to utilize the local communities as a data source for social studies instruction.

Implications of the Indian Teacher Training Program for other teacher programs call for more intensive support and supervision of teacher-trainees, a careful specification of the objectives in teacher education, and provisions of the application of skills learned in the training program.

The Indian Teacher Training Project has provided an opportunity for trainees and staff to engage in a meaningful program in bi-cultural education. The final assessment of the program will be measured by the success of American Indian high school students in the future classrooms of the ITTP graduates.

DEDUCTIVE (RECEPTION) MODEL FOR CONCEPT LEARNING

The deductive as well as the inductive models call for the use of examples or illustrations of the concept. The major difference in the two methods is the timing of the introduction and definition of the word referring to the concept. In inductive teaching, examples precede the word, so that an opportunity is given to the student to verbalize, in his own words, the concept prior to being given the authoritative concept name in the language code.

In the deductive mode, however, the name of the concept (word) is given first. It is then defined and explained with appropriate illustrations. In deductive concept teaching, the most inclusive or general concept is given and taught first. Prerequisite concepts generally must be also introduced, defined, explained, and illustrated, so that concept teaching (both inductive and deductive) frequently involves the teaching not of single concepts, but of concept clusters. This is particularly true of the social sciences, in which major or key concepts usually are abstract, connotative, complex, disjunctive, and relational rather than concrete, denotative, simple, conjunctive, and situational.

The usual models of both deductive and inductive teaching are nominative rather than syntactical, i.e., they refer to names as categories rather than to meanings which are dependent on word arrangement in sentences. However, concepts constitute simply a facet of communication through language, and the meaning of concept is syntactical and contextual, not merely nominative.

The following steps outline a sequence for deductive concept teaching.

1. Give the student the name (word) of the concept.
2. Define the concept.
3. Identify the attributes (properties, elements, sub-concepts) explicit in the definition.
4. Illustrate the concept by positive examples.
5. Explain the relationship of the examples to the attributes of the concept.
6. As needed, illustrate and explain sub-concepts.
7. Restate and give a positive example of the concept.
8. Attempt to elicit from the student an example of the concept.
9. Attempt to elicit from the student an explanation of the concept in his own words.
10. Given an analogous example, but not identical, ask the student to supply the concept.
11. Test understanding of concept by:
    a. Given the concept, give a definition.
    b. Given a definition, supply the concept.
    c. Given an example, identify the concept.
    d. Given an example and non-example of the concept, explain differences.

Since most school concepts are <u>acquired</u> and neither invented or inferred, teachers frequently find a deductive model more economical in time than an inductive model. Note, however, that a deductive model is not exclusively definitional. It also must involve explanation through the use of examples.

INDUCTIVE MODEL FOR CONCEPT TEACHING (GUIDED DISCOVERY)

In an inductive model, the teacher must first identify the concept, define the concept, and select positive and negative instances of the example, analyzing the positive and negative instances on the basis of similarities and differences. The teacher should also prepare a test, which will include examples analogous to, but not identical with, the examples given in the teaching to test ability to apply the concept to a new situation, rather than merely test associational recall. This advance preparation of the teacher is essential to effective concept teaching.

In the classroom the teacher will:

1. Give example 1 of the concept.
2. Ask students to identify phenomena in the example.
3. Give example 2 of the concept.
4. Ask students to identify phenomena in the example.
5. Ask students to find similarities and differences in the phenomena, and identify the attributes common to the two examples.
6. Ask for a verbal explanation of the concept based on the common attributes. Caution students to note that differences may be so critical that the mere number of attributes may not be the basis for conceptualization.
7. Attempt to elicit a word label based on previous knowledge or experience.
8. If the students cannot apply a label, give a non-example of the concept.
9. Emphasize phenomena which distinguish the non-example from the example.
10. Attempt to elicit a label.
11. If students do not possess the label, supply the word.
12. Give the appropriate definition.
13. Analyze the attributes of the concept explicit in the words used in the definition, if necessary.
14. Give examples of the sub-concepts implicit in the words used in the definition, if necessary.
15. Examine the relationship of the attributes to the phenomena in Example 1 and Example 2.
16. Ask the students if they can supply an example.
17. If students are unable to give an example, give a third example.
18. Supply the students with material to read which includes the use of the concept and examples.
19. Test for concept mastery:
    a. Given the concept, the student will define the concept.
    b. Given an illustration, the student will supply the concept.
    c. Given a concept, the student will supply an example.
    d. Given a concept, the student will supply a non-example.

INDIAN TEACHER TRAINING PROJECT
in Secondary Social Studies
University of Georgia

ITTP No. 20
September 13, 1971

TABLE I

SOCIAL SCIENCE EDUCATION MODULES

	Summer	Fall	Winter	Spring
1971-1972		1. Concepts, principles, and generalizations	1. Media	INTERNSHIP
		2. Cognitive and affective components of learning	2. Creative Teaching	
		3. Behavioral objectives and testing	3. Inquiry	
		4. Questioning techniques	4. Guided Discovery	
		5. Structured learning and advance organizers	5. Classroom Management	
1972-1973	1. Conflicting Issues	INTERNSHIP	Individual Work	INTERNSHIP
	2. Gaming, simulation & role playing		and	
	3. Evaluation and Assessment		Review of Teaching Strategies using curriculum materials of new projects	
	4. Forced Inferential Response			

Notes: Assignment of modules by quarter represent first, second, and third order priorities prior to internship. Each teaching strategy module will involve the following facets explicit in the strategy: history, philosophical premises, psychological applications and findings, and methods of evaluation. The manner in which these are presented, however, follow no set format; ideally, they will be presented in the teaching mode of that module. Other particular facets of instruction, using current events, using research procedures, independent study, individualizing instruction, developing study skills in using the library, maps, charts, graphs, and reference works, motivating learning, constructing and using classroom tests, using and interpreting standardized tests, but not particularly included in a module, may be covered as appropriate.